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| Subject: | Relevance to Subject | | | |
| Common Curriculum Element | Highly Relevant | Relevant | Some Relevance | Not Relevant |
| Recognising letters, words and other symbols |  |  |  |  |
| Finding material in an indexed collection |  |  |  |  |
| Recalling/remembering |  |  |  |  |
| Interpreting the meaning of words or other symbols |  |  |  |  |
| Interpreting the meaning of pictures/illustrations |  |  |  |  |
| Interpreting the meaning of tables or diagrams or maps or graphs |  |  |  |  |
| Translating from one form to another |  |  |  |  |
| Using correct spelling, punctuation, grammar |  |  |  |  |
| Using vocabulary appropriate to a context |  |  |  |  |
| Summarising/condensing written text |  |  |  |  |
| Compiling lists/statistics |  |  |  |  |
| Recording/noting data |  |  |  |  |
| Compiling results in a tabular form |  |  |  |  |
| Graphing |  |  |  |  |
| Calculating with or without calculator |  |  |  |  |
| Estimating numerical magnitude |  |  |  |  |
| Approximating a numerical value |  |  |  |  |
| Substituting in formulae |  |  |  |  |
| Setting out/presenting/arranging/displaying |  |  |  |  |
| Structuring/organising extended written text |  |  |  |  |
| Structuring/organising a mathematical argument |  |  |  |  |
| Explaining to others |  |  |  |  |
| Expounding a viewpoint |  |  |  |  |
| Empathising |  |  |  |  |
| Comparing, contrasting |  |  |  |  |
| Classifying |  |  |  |  |
| Interrelating ideas/themes/issues |  |  |  |  |
| Reaching a conclusion which is necessarily true provided a given set of assumptions is true |  |  |  |  |
| Reaching a conclusion which is consistent with a given set of assumptions |  |  |  |  |
| Inserting an intermediate between members of a series |  |  |  |  |
| Extrapolating |  |  |  |  |
| Applying strategies to trial and test ideas and procedures |  |  |  |  |
| Applying a progression of steps to achieve the required answer |  |  |  |  |
| Generalising from information |  |  |  |  |
| Hypothesising |  |  |  |  |
| Criticising |  |  |  |  |
| Analysing |  |  |  |  |
| Synthesising |  |  |  |  |
| Judging/evaluating |  |  |  |  |
| Creating/composing/devising |  |  |  |  |
| Justifying |  |  |  |  |
| Perceiving patterns |  |  |  |  |
| Visualising |  |  |  |  |
| Identifying shapes in two and three dimensions |  |  |  |  |
| Searching and locating items/information |  |  |  |  |
| Observing systematically |  |  |  |  |
| Gesturing |  |  |  |  |
| Manipulating/operating/using equipment |  |  |  |  |
| Sketching/drawing |  |  |  |  |